ANALYTICAL STUDY OF EMOTIONAL AND SOCIAL COMPETENCE OF WORKING WOMEN FROM RURAL AND URBAN AREA OF HIMACHAL PRADESH IN RELATION TO THEIR PERSONALITY TYPE

A Synopsis

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Introduction

The longitudinal associations between parenting behavior and toddler risk with individual emotional and social competence were examined during the transition to kindergarten; Toddler risk was characterized by early externalizing behavior and poor emotion regulation skill. Given that we were interested in the multiple pathways that may result in Emotional and social competence. We examined the interactions among maternal parenting behavior and toddler risk there were some significant interactions. Although the result of pattern was not consistent across Maternal parenting behavior was not directly associated with individual's emotional and social competence dependent upon the individual level of early risk and maternal positive parenting. Specifically maternal control tended to be more detrimental for during the transition to kindergarten when individual exhibit higher level of risk overall, appears the there are multiple developmental pathway depending on individual maternal characteristics that the lead to early emotional and social competence.

Women in the work earning wages or a salary are part of a modern phenomenon, one that developed at the same time as the growth of paid employment for men, but women have been challenged by inequality in the work until modern times, legal and cultural practices, combined with the inertia of longstanding religious and educational conventions, restricted women's entry and participation in the work. Economic dependency upon men, and consequently the poor socio-economic status of women have the same impact, particularly as occupations have become professionalized over the 19th and 20th centuries.

Emotional Competence

Ellis, A. (1987) defines “emotional competence as the ability to understand, manage and express the emotional aspect of ones life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demand of growth and development”.

According to Sharma, A. (1994) “emotional competence refers to a person's ability to express or release his inner feelings (emotions). It implies an ease around other and determine our ability to effectively and successfully lead and express” Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behaviour is not avoided through fear of triggering some emotions. Emotionally competent pupil will express emotions appropriate to the situation in the classroom. Emotional competence refers to one's ability to express or release ones inner feelings. It implies an ease around others and determines one's ability to effectively and successfully lead and express

Qualities and traits of emotional competence- The notion of emotional competence is gaining more attention and has been signified as a strong predictor of life success.

Adequate Depth of Feeling

Feeling in the broadest sense is any kind of process or experiencing. Adequate depth of feeling is the feeling of being confident or capable with all reality assumptions may be termed as adequate depth of feeling specially associated with effective judgment and personality integration which ensures vigorous participation in living.

Adequate Expression and Control of Emotions

In emotional reactions appropriate reactions to certain situations is not expressed adequately and a mature person accepts his emotions as a part of himself, neither allows them to rule over him not rejects them as aligned to his nature.

Ability to Function with Emotions

It is sometimes difficult to carry even out routine work, when one finds himself face to face with highly emotional situations. Emotional competence require that the individual should develop a characteristics pattern of emotional reactivity which should not let him to be influenced in his adequate mode of functioning that helps him in performing actions of daily routine.

Ability to Cope with Problem Emotions

Certain problem emotions play a destructive role and pose a potential damage to the life orientations of the individual's course of life. Therefore emotional competence requires an understanding of the role of sensitivity and detrimental effect of such emotions in the beginning and also a development of the ability to resists their harmful effects thereafter.

Enhancement of Positive Emotions

The healthy growth of personality requires the presence of certain positive emotions that show a constructive influence in the dynamics of human behavior. The encouragement of positive emotions refer to the ability of a person to develop predominance of positive emotions in the personality make up of him to ensure a meaningful and fairly well integrated life.

Social Competence

Social competence is an important ingredient of modern civilization and is the essential attributes of the members of a progressive onward moving society. Social competence refers to a person's ability to get along with other people. A child’s competence is affected by how will she communicates with other children and with adults. A child’s view of

herself in relation to her family, peer and wider world also affect her social competence. Social competence has been defined as the social ability and interpersonal skill (Eisler, 1976) of an individual in effectively factor. The cultural purity and societal diversity of India provide enough opportunities to Indian children for the acquisition of high order social competence, through rich and varied interpersonal interactions.

Social competency is characterized by the potency dimension of social measurements. As one of the components of the social behaviour, it is acquired through social interaction and cultural integration in different social- cultural settings. The success of an individual in the society depends largely upon the extent to which he has acquired the richness and potency of social competence desirable for his self - actualization, growth and development. For a successful interpersonal interaction, a high order social competence is an essential disposition of an individual.

Concept and Component Analysis

Social competence has been defined as the social ability and interpersonal skill (eisler, 1976) of an individual in effectively meeting a person-situation interaction ‘or successfully dealing with ‘an individual environmental factors.' GoldfriendandD’Zurilla (1967 considered it as the effectiveness or adequacy which an individual is capable of responding to the various problematic situations which confront him. white (1963) developed the concept of social competence to depict a person’s interactions with the social environment, and enable him to acquire successful experiences of others that may produce desirable effects.

It is a collection of specific social behavior such as differential self-concept, consolidation of identity, habits of personal maintenance and care consistent with common peer group standards differentiations of fillings and implications positive and affectionate personal relationships, appropriate regulations of antisocial tendencies, curiosity and active exploration of the environment, control of attention as a function of situational or task requirements, perceptual skills, find motor dexterity, language skills, memory flexibility in the application of information processing, strategies, quantitative and rational concepts,

understanding and skills, general knowledge of health, social environment; consumer behavior, etc; competence motivation, problem solving skills, some positive attitudes towards learning and educational experiences (Altersomn and Messic, 1974). Argyle (1967)postulated social competence as a function of goals of performance selective perception of cues, control process, mother responses, feedback and timing of response. Arson and Smith (1962) have remarked that the individual, the external events and the process of external reinforcement function in the acquisition process of social competence as its determinants. Beliefs about one's on competence matter much so far as, his level of performance is concerned a feeling of incompatibility at a task has an adverse effect on social performance. Lamb MichacI E. et. Al. (1988) evaluated social competence of Swedish pre-schoo-lers and found that the high socioeconomic status, high quality home care and easy temperament facilitated personality maturity and have significant effect on grand - parents. Ackerson (1972) s advocated the incorporation of 'personality total, and conduct total in the social competence scale.

Diana Rathjan (1980) reported some of the criteria of social competence. They are social power, social relation, social skills, social movility, social attraction, communicability, social participation, etc. Whereas Baumrind(1967) pointed out self-control as components of social competence. Kohn and Rossman (1971) noted involved participation vs. apathy withdrawal, cooperation compliance vs. anger defiance as essential criteria whereas white (t973) mentioned social ability; social acceptance, social associability, socio-emotional integrity as components of social competence. Jones(1977)has specified(1)angry, oppositional defiant, (2)social isolation(3) easy upset, complaining, (4) quiet, sad(5) fearful of strangers and other caretakers, (6)dependent demanding; (7)anxious; (8)strange or extreme behaviour, (9)fantasy, play and feminine preference, (10)immature and unhappy as criteria of social incompetence.

Social support is another important variable which has an interactive relationship with spiritual intelligence and psychological well-being. Proper social support ultimately results in individual physical

health and psychological well-being (Cohan and Wills, 1985; Roberts and Gotlib, 1997).

Personality

The term personality is one of the controversial and yet attractive concepts. Sophistication, diversity, range and inclusion of this term is the extent that has made achieving a comprehensive, sustainable and acceptable definition not only difficult but impossible, such that one can state there as different definitions and interpretations as the number of those who have tried to understand and explain the term (Mohammadi, 2007).

Definitions of personality vary from one psychologist to the next, but most agree that personality refers to specific patterns for ways of thinking and behaving which determines how individual adapts to the environment. In one of the most popular definitions, GordanAllport (1937) states that personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment. In another definition, Mischel (1976) wrote that personality consists of the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaptations to the situations of his or her life. Personality is the organized and developing system within the individual that represents the collective action of that individual's major psychological subsystems (Mayer, 2007).

People's values, attitudes, abilities and emotions vary. This is probably because of the differences in personality. Personality is the combination of stable cognitive and physical features that gives the people their unique behavior and all the people can be grouped into categories/types based on their unique and specific characteristics. The notion that people can be grouped into types is one of the oldest ideas about personality-over 2000 years old. The groupings or sets of types are called typologies. Typologies have been with us for centuries and they are very much with us today. A type is simply a class of individuals said to share a common collection of characteristics. It is an established fact ^that people do not fall naturally into different personality types and

specific approaches are required to bet taken for grouping individuals into distinct types. One such approach is considering each type as a (personality dimension. Individuals can then be scored or rated to determine their position on each dimension i.e., how near they come to fitting one of the types. This approach of personality dimension was adopted by Eysenck (1967) in which he has identified the major components of personality as a small number of personality types. Each type is made up of a set of personality characteristics. Three personality types identified by Eysenck are neurotic type, extraverted type and introverted type. Another approach to personality types involves specifying certain key characteristics or extreme scores that must be manifest before an individual is said to fit the type which is known as 'strike zone' approach. This approach is used to identify Type A and Type B personality. It is found in Wikipedia (2014) that people with Type A personality tend to be impatient and achievement oriented, whereas easy going and relaxed individuals are designated as Type B.

For centuries, is a commonplace thought that certain people with specific personality do have high intelligence. Personality is an important factor for spiritual intelligence. Personality has got a considerable role in people spiritual intelligence. Perhaps the first background variable of spiritual intelligence that comes to mind is the personality. Personality includes the factors which have a significant role in spiritual intelligence. Previous research works have established the view that personality traits are strong predictors of spiritual intelligence. On the other hand, spiritual intelligence helps people develop their capabilities beyond the limited boundaries of their personality (Edwards, 2003). From this, it can be said that spiritual intelligence and personality are complementary to each others and have interdependence.

Significance and Importance of a Study

Emotional and social competence is the integral part of individual personality. Present study will focus on the emotional and social competence of a individual. Level of the important constitutes of the personality of individual. Most important task of education is to teach people how to learn on their own throughout their life times. But do we learn? How do we know what we have learned and how to direct our own future learning? Today time is changing very lastly. There is fluctuation and social change is taking place very lastly. In the present globalized world, we are living in the era of advanced technology. Every part of our daily life is related to technology in one or other way. When compared with the olden days, we are having better facilities and even better luxuries with the help of increased technology. The development of technology is not confined to any one sector and all the industries and different sectors of society are developing new technology according to their needs. In the modem time children are highly aspires to seeks or desires a career, advancements, status etc. Today individual have an eager or strong will to achieve something, such as fame or power without knowing their capacities and Capabilities.

Objectives

(i) To access the level of emotional competence of working women from rural and urban area of Himachal Pradesh and their comparison.

(ii) To access the level of social competence of working women from rural and urban area of Himachal Pradesh and their comparison.

(iii) Relationship of emotional and social competence of working women from rural and urban area of Himachal Pradesh with personality type.

Hypothesis

(i) There is no significant difference between the component of emotional competence of rural and urban area working women of Himachal Pradesh.

(ii) There is no significant difference between the component of social competence of rural and urban area working women of Himachal Pradesh.

(iii) There is no relationship between emotional and social competence of working women from rural and urban area of Himachal Pradesh with personality type.

Delimitation of the study

The delimitation becomes an essential part of any study in research work, because the field of investigation is varied and limitless. The present study will be delimited in the following manner:-

(1) Out of two districts of Himachal Pradesh, only two districts Bilaspur and Hamirpur will be selected for the study.

(2) Only working women State Government Office will be selected for the study.

(3) The data for emotional competence, social competence and level of working women will be collected by standardized research tools the data related to personality will be collected through self-developed research tool.

(4) Study will be confined with regard to variables also. Emotional competence and social competence will be dependent variables and working women, area, and personality type will be independent variables

Reviews of Related Literature

Hussain (1977) found that the effect of the level of aspiration on the academic performance of the group showing moderate goal discrepancy was better than that of the groups showing either high or low discrepancy implying a curvilinear relationship between the level of aspiration and academic performance.

Ellis, A. (1987) defines emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development.

Leel (1987) investigated the relation between university students knowledge of their memory capacities (metamemory) classroom multiple positive experiences with Christian spirituality during their childhood regard it as a significant contribution to meaning, hope and happiness in their lives.

Kaur (2003), Investigated social competence of adolescents in relation to parents. No significant relation was found between male and female adolescent on the variable of social competence.

Kourosh *etal.* (2011) studied the relationship between personality traits and spiritual intelligence among university students. Findings showed that there is a negative correlation between neuroticism and spiritual intelligence and positive relation between conscientiousness, agreeableness and extroversion accordingly. Openness had no relation with spiritual intelligence. Also synchronic regression shows that the three personality traits- extroversion, conscientiousness and agreeableness explain variance of spiritual intelligence simultaneously.

NaserEsfahani and Etermadi (2012) conducted a study to determine the relation between personality traits with spiritual intelligence and quality of life in students. According to the results, quality of life and spiritual intelligence has positive correlation with extraversion, openness to experience, agreeableness and conscientiousness and had negative correlations with neuroticism.

Among personality traits, extraversion, agreeableness and neuroticism could explain 20% of the variance of spiritual intelligence. Also neuroticism and conscientiousness could account for about 41% of the variance of quality of life. These results can indicate that spiritual intelligence is a separate character of personality. Moreover, there are relations between quality of life and personality traits.

Sood (2012) in their study explored the relationship between personality traits, spiritual intelligence and well-being among university students. The results showed differences in personality traits and spiritual intelligence. Positive relationship was found between personal meaning production and two factors namely agreeableness and neuroticism. Significant relationship appeared between transcendental awareness and openness. Regression analysis revealed that transcendental awareness predicted well-being. Study concluded that to enhance the well-being steps should be taken to develop and strengthen

Arshad (2013) conducted a study to infer whether psychological well-being in college students can be predicted by personality and creativity. The results of the study revealed that personality traits (neuroticism, extroversion and conscientiousness) predict psychological well-being among college students. Findings heighted that psychological interventions and positive parenting techniques can help them and their parents in maintain well-being

Farsani (2013) examined the relationship between spiritual intelligence with personality traits among physical education managers. The collected data were analyzed and results showed that there was a positive meaningful correlation between spiritual intelligence sub-scales with openness to experience, conscientiousness, agreeableness and extraversion factors of personality. On the other hand, it was revealed that negative and significant correlation between neuroticism and spiritual intelligence sub-scales. Based on these results, the study concluded that spiritual intelligence and personality traits are the two components which have meaningful role in any organization.

Fretwell (2013) conducted a study to find the relationship between personality type and locus of control. The results of the study found that

there was no significant relationship between type A personality and locus of control. Therefore, the hypothesis that there was no significant relationship between internal locus of control and extroversion, intuition and judging was accepted.

Khan and Singh (2013) studied the gender differences on gratitude, spiritual intelligence and forgiveness among school teachers. The results of the study indicated that significant gender differences existed among male and female teachers on spirituality and female teachers were found to have slightly more spiritual intelligence than their male counterparts. The research findings indicated that the results could have been influenced by a number of factors which may range from their personal beliefs, traditions, cultural background, life events, their personality and the environment in which they live and interact.

Nematzadeh (2013) determined the relation of spiritual intelligence and emotional intelligence with personality traits of high school teenage girls in Tehran. The results revealed that it could be stated by 99% confidence that there was a positive significant relation among students' personality traits (extroversion, receptiveness, responsibility and compatibility), spiritual intelligence and emotional intelligence; and there was a negative significant relation among the component (psychosis), spiritual intelligence and emotional intelligence of students. Also the regression results reflected that emotional intelligence and spiritual intelligence predicted 0.69 of the variance in personality characteristics; and the impact coefficients of spiritual intelligence (B=0.689) and emotional intelligence (B=314) indicated that these two variables can foresee the personality changes by 99% confidence. And ultimately, comparison of standard regression coefficients showed that spiritual intelligence (Beta=0.689) has a greater contributing role in predicting students personality traits as compared with emotional intelligence.

Rapheal and Paul (2013) investigated the significance of spiritual intelligence in ensuring psychological well-being of individual and collective life. In this study influence of four components of spiritual intelligence on psychological well-being was thoroughly analyzed to get

a clear picture of the aspects of spiritual intelligence that are likely to optimize psychological well-being. Correlation and ANOVA results substantiated the significant role played by SI in the PSW of the participants She obtained inconsistent results depending on the measure of classroom performance which was used: When the scores on a proficiency test was the criterion she found a significant positive correlation with metamemory but no significant association with the course.

Bansal, Depti. (2013-14) studied that the rejection, carelessness and neglect on the pad of parents may evince physical neglect, denial of love and affection. Lack of interest in child's activities all lead to low social competence and self- esteem in the child.

Kaur, Manpreet. (2013-14) studied that teachers can provide adequate and conducive environment to the students to make them emotionally competent. Keeping in mind the level of intelligence of students and their capacities teacher can direct their emotions on proper channel.

Kumari, Sunita. (2014-15) founds the tender does not palsy significant role in determining the social competence of adolescents. Locale plays a significant role in determining social competence of adolescents. Adolescents with good climate show high social competence and the adolescents with poor family climate show poor social competence.

Methodology

For any kind of research study methodology is an important aspect. By method, we mean systematic approach towards a particular phenomenon. To carry out the research work a proper methods and a proper procedure should be followed. The present chapter deals with the methods and procedure adopted in conducting the present study. It includes the descriptions of research method, sampling, population, sample variables, instrumentation, data, collection and statistical techniques.

Research Method to be Adopted

Research methodology involves the systematic procedures by which a researcher starts from the initial identification of the problem to its final conclusions. The role of methodology is to carry on the research work in a scientific and valid manner. Methodology consists of procedures and techniques for conducting a study. To conduct the present study the “Survey” method of research under the descriptive type of research will be used by the researcher. Descriptive research studies are designed to obtained pertinent and precise information concerning the current status of phenomena. They collect and provide the type of information of what exits with respect of variables or conditions in a situation. Descriptive studies may be classified in several ways. Survey is one of the important types of descriptive studies. Survey studies are conducted to collect detailed description of existing phenomena with the intent of employing data to justify current conditions practices or to make more intelligent plans for improving them. The survey is said to be more realistic than the experiment in that it investigates phenomena in their natural setting.

Sampling

The present survey type of study four district Hamirpur and Bilaspur of Himachal Pradesh were randomly selected out of two randomly selected district 300 subjects were taken randomly selected were taken from urban areas and 300 from rural areas that means the total subject is 600 and the verification of subjects is as 300 urban areas and 300 rural areas.

Population

According to Kaul (2009) the term “population” refers to any collection of specified group of human beings of non human entities such as objects, educational institutions, time units, geographical areas, prices of wheat, salaries drawn by individuals. Some statisticians call it universe. Any group of people observations which includes all possible members of that category is called population or universe is the group to whom the researcher would like to make statements which are valid for this total group. 1n the present study, of the women’s who are working in a government sector or in semi government sector are taken as population.

Operational Definitions

Emotional Competence

The concept of emotional competence rooted in the understanding of emotion as being normal, useful aspect of being human. It includes adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with emotions and enhancement of positive emotions. It will be measured with the help of EC-Scale by Dr: Marish Sharma and Dr. Rajeev Lochan Bharadwaj (1995)

Social Competence

Social competency is characterized by the potency dimension of social measurements. As one of the component of social behaviour, it is acquired through social interaction and cultural integration in different socio- cultural settings, it is a collection of specific social behavior such as differential self- concept, consolidation of identity habits of personal, maintenance and care consistent with common peer group standards differentiations of feelings and implications, tendencies, curiosity and active exploration of the environment, control of attention as a function of situational or task requirement, perceptual skills etc..It will be measured with the help of Social Competence Scale by Dr. V.P Sharma, Dr. (Mrs.) Prabha Shukla and Dr. (Mrs.) Kiran Shukla

Rural Area

The area false within the gram panchayat and notified by government is taken as rural area.

Urban Area

The area false with the jurisdiction of municipal corporation nagarpanchayat as notified by the government is taken as urban area.

Working Women

The women these who service, government for at last three year are taken as working women.

Personality Type

It will refer to the scores obtained on introversion inventory by Aziz and Agnihotri (1991). It will classify employee into three types-introverts, Extroverts and Ambiverts.

Research Tool to be Used

The data for emotional competence, social competence and level of aspiration will be collected by standardized research tools. . The data related to met cognition will be collected through self- developed research tool. The data on emotional competence, social competence and level of aspiration, will be collected by standardized tool (Emotional competence Scale by H. C Sharma and R. Bhardwaj; Social Competence Scale by Dr. V. P Sharma and level of Aspiration Scale by Shah and Bhargav respectively.

Details of Research Tools

1 **Emotional Competence Scale (1995) by H.C Sharma and R.Bhardwaj**

The emotional competence scale evaluates the way an individual copes and behaves in different emotions. The scale helps to trace the

high and low emotional competencies of an individual. It measures the emotional competencies in five manners:-

Adequate Depth of Feeling

Feeling in the broadest sense is any kind of process or experiencing. Adequate depth of feeling is the feeling of being confident or capable with all reality assumptions may be termed as adequate depth of feeling specially associated with effective judgment and personality integration which ensures vigorous participation in living,

Adequate Expression and Control of Emotions

In emotional reactions appropriate reactions to certain situations is not expressed adequately and a mature person accepts his emotions as a part of himself, neither allows them to rule over him not rejects them as aligned to his nature.

Ability to Function with Emotions

It is sometimes difficult to carry even out routine work, when one finds himself face to face with highly emotional situations. Emotional competence require that the individual should develop a characteristics pattern of emotional reactivity which should not let him to be influenced in his adequate mode of functioning that helps hi nr in performing actions of daily routine.

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Certain problem emotions play a destructive role and pose a potential damage to the life orientations of the individual's course of life: Therefore emotional competence requires an understanding of the role of sensitivity and detrimental effect of such emotions in the beginning and also a development of the ability to resist their harmful effects thereafter.

Enhancement of Positive Emotions

The healthy growth of personality requires the presence of certain positive emotions that show a constructive influence in the dynamics of human behavior. The encouragement of positive emotions refer to the ability of a person to develop predominance of positive emotions in the

personality make up of him to ensure a meaningful and fairly well integrated life.

i) Introversion Extroversion Inventory by Aziz and Agnihotri (1991) will be used.

Introversion Extroversion Inventory

The personality types of subjects under study will be assessed with introversion extroversion inventory developed by Aziz and Agnihotri. This inventory aims at studying whether an individual is predominantly extrovert, introvert or ambivert. This inventory is consisting of 60 items of 'yes' and 'No' types of responses. These 'yes' or 'No' does not mean positive or negative answer but only what he/she finds appropriate for him/her in that particular condition.

Reliability

Employing two methods, viz, test-retest and split-half method has derived the reliability of the scale.74 and .76 respectively

Validity

The validity of this scale has been determined with factor A and C of 16 personality questionnaire and found to be .64 and .69 respectively.

Administration

This can be administered individually and also to groups. After establishing a good rapport with the subjects, the tester ought to read instructions loudly, while subjects do read them silently along with him. The subjects are asked to respond any alternative of each item by marking tick.

Scoring

It is a five-point scale based on Likert scale having five alternatives to each item. Scoring of these five alternatives follow a system of 1,2,3,4 and 5 from upper to lower end: The item wise scores are transferred to the table at back of the scale. The addition of scores horizontally will provide scores of competencies for A,B,C,D,E separately. The obtained competency scores are converted to Z-scores with the help of table.

Social Competence Scale;

Concept and Component Analysis

Social competence has been defined as the social ability and interpersonal skill (easier, 1976) of an individual in effectively meeting a person-situation interaction ‘ or successfully dealing with 'ah individual environmental factors Goldfriend and D’Zurilla (1967 considered it as the effectiveness or adequacy which an individual is capable of responding to the various problematic situations which confront him. white (1963) developed the concept of social competence to depict a person’s transaction with the social environment, and enable him to acquire successful experiences of others that may produce desirable effects.

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The items have been randomly presented in the format of the final form of the Social Competence Scale. The specification of the S.C,Scale has been presented in the tabular form;

Factors of the Social Scale and the Corresponding Items in the Social Competence Scale

S. No.	Factors	Item Nos.	No. of Items	Item Potentiality (%)	Item-Discrimination		
				Range	Mean	R	Mean
1.	Social Sensitivity	1,44	2	46-48	47	.55-56	.555
2.	Social Maturity	3,4,5,10,11, 12,13,14,30, 31,33,37,49	13	44-54	51	.45=64	.58
3.	Social Skills	22,36,48, 50	4	45-55	49	.49=.62	.56
4.	Social Relations	28,39,40	3	48-56	48	.61	.61
5	Social Commitment	24	1	45	45	.61	.61
6	Social Appreciation ability	27	1	51	51	.53	.53
7.	Socio-Emotional Integrity	19,47	2	47-52	49	.46=.55	.51
8.	Social Invovemetn	42	1	46	46	46.45	.45
9.	Social Respect Ability	32,41	2	2 45-48	46.5	.47=.49	.48
10.	Social Leadership	2,19,21	3	49-50	49.5	.56=.62	.59
11.	Social Cooperation and Compliance	17	1	47	47	.65	.65
12.	Social Acceptability	23		150	50	.63	.63
13.	Social Tolerance	6,8,9,15 20,26	6	44-56	50	.47=63	.59
14.	Social Competition	7,25, 34, 35, 46	5	51-56	53.5	.60=.64	.62
15	Social Authority	16	1	52	52	.58	.58
16.	Adult-Resource Exploitability	38	1	46	46	.49	.49
17.	Social Participation	45	1	49	49	.61	.61
18.	Pro-Social Attitude	29, 43	2	48-51	49.5	.59=.61	.60
19.	Composite SC Scale		50	44-56	51.5	.45=.65	.546

Reliability

The coefficient of temporal employing Test-retest with an interval of 20 days has been estimated to be .56 whereas the coefficient of interpreter reliability has been found to be .67

Validity

Apart from the item-validity as analyzed above the SC Scale has been validated against Kohn's Social Competence Scale and a predictive validity to the extent of r-.72 was obtained, further, the English and Hindi version of the SC Scale was found to be correlated to the extent of r-.84.

Research Design

i) Emotional Competence

Rural v/s Urban Area

ii) Social Competence

Rural Area v/s Urban Area

iii) Emotional & Social Competence

Relationship with Personality Type

Statistical Technique Used

For establish in the difference in the 't' test will be employed and for relationship person product moment correlation method technique will be used.

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